

Three Dimensional Training Limited

Progress monitoring report

Unique reference number:	1278668
Name of lead inspector:	Ruth Stammers, Her Majesty's Inspector
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Type of provider:	Independent learning provider
Address:	Unit 32 Woodside Business Park Birkenhead Merseyside CH41 1EL

Monitoring visit: main findings

Context and focus of visit

Three Dimensional Training Limited received a new provider monitoring visit in February 2019. At that time, inspectors made progress judgements under three themes.

This monitoring visit focused on the extent to which leaders and those responsible for governance are taking effective action to provide education and training in the current circumstances. It was undertaken as outlined in the [operational note on visits carried out from January 2021](#) and with reference to the further education and skills handbook.

These visits are to help learners, parents, employers and government understand how providers are meeting the needs of learners in this period, including those with high needs and those with special educational needs and/or disabilities.

Following changes to government guidance and the imposition of COVID-19 (coronavirus) lockdown restrictions, inspectors carried out this monitoring activity remotely. As a result, the range of evidence available to inspectors was narrower than would be the case during an on-site inspection. Therefore, this report provides a more limited level of assurance.

The impact of COVID-19 has been taken into account in the findings and progress judgement below. Inspectors did not evaluate leaders' response to COVID-19 during the spring and summer of 2020, when the provider was not open to all learners and there were no national expectations regarding remote education.

Theme

What progress are leaders and those responsible for governance making to ensure that staff teach a curriculum and provide support to meet learners' needs, including the provision of remote/online learning?

Reasonable progress

Since the previous new provider monitoring visit, leaders have altered the focus of the training they provide. Leaders continue to offer apprenticeships in leadership and management and housing. They now also offer adult education programmes to local residents who are unemployed or in a low paid job. This training includes mental health awareness, mentoring and suicide awareness. Adults completing these short courses gain confidence and move into employment, better paid jobs or volunteering roles.

Leaders have rectified most of the areas for improvement identified at the previous visit. They have strengthened governance arrangements by appointing governors

with knowledge and expertise in adult and apprenticeship training. Governors receive reports that enable them to challenge leaders effectively on the intent of the curriculum and the quality of training.

Leaders have an appropriate oversight of the quality of training and the progress that learners and apprentices make. They have recently introduced electronic systems to provide detailed reports on apprentices' progress and to monitor the quality of their work. Leaders recognise that these systems require further development and staff need training on how to use them effectively to support further curriculum improvements.

Tutors are suitably qualified and experienced to teach their subjects. For example, healthcare tutors attend relevant training, such as mental health first aid, so that they can provide up-to-date training to their learners. Tutors benefit from training to develop their online teaching skills and share good practice with each other. They deliver interactive online lessons using breakout rooms and online whiteboards. Consequently, learners enjoy their lessons and develop their confidence.

Due to COVID-19 restrictions, learners and apprentices attend lessons online. Tutors adopt a flexible approach to the resources learners use depending on their preference. Most learners complete their work digitally, although a few use paper-based books. Leaders recognise that learners whose digital skills are limited, or who are lacking in confidence, would benefit from digital skills training before they start other online courses.

Despite leaders improving the assessments of learners and apprentices at the start of the programme, tutors do not routinely use the results to set challenging individual targets. This limits learners' and apprentices' ability to achieve their full potential.

Leaders develop the apprenticeship curriculum to meet the needs of employers. For example, housing apprentices learn about conflict resolution and professional boundaries. Consequently, apprentices deal with difficult conversations professionally and come to appropriate solutions with housing tenants. Employers recognise that apprentices make a valuable contribution to their business.

Tutors coordinate apprentices' on- and off-the-job training effectively. They liaise with apprentices' line managers so that apprentices gain workplace experience relevant to the topic being studied. Where this is not possible, apprentices shadow employees in other parts of the business. This gives apprentices the opportunity to put into practice their new skills in different departments within the workplace.

Adult learners develop the required new knowledge and skills to gain employment or enhance their job prospects. Learners on the mental health awareness course understand the categories of different mental health illnesses and how to recognise these signs. They are now confident to signpost individuals to external community support agencies if needed.

Learners and apprentices understand how to keep themselves safe. They know who to contact if they have any safeguarding concerns. Leaders provide additional safeguarding training for learners and apprentices as a result of COVID-19. For example, they include sessions on well-being, guided meditation, online safety and cooking on a budget. Learners value these sessions and benefit from social interaction with their peers.

Leaders have improved the training they give on the dangers of radicalisation and extremism. They integrate this into the curriculum and include examples relevant to learners' and apprentices' local area or workplace. For example, housing apprentices are trained on how to spot specific changes in behaviour in their tenants. Apprentices are confident to raise any concerns.

Leaders and those responsible for governance should take further action to:

- ensure that tutors use learners' and apprentices' prior knowledge, skills and behaviours to set targets that allow them to achieve their full potential
- improve and embed newly implemented electronic quality systems to support leaders to make further improvements.

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